DOCUMENT RESUME

ED 061 126 SO 002 711

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TITLE	Social Studies: Cities in Crisis.
INSTITUTION	Dade County Public Schools, Miami, Fla.
PUB DATE	71
NOTE	38p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Activity Units; Behavioral Objectives; City Improvement; City Planning; *City Problems; Community Study; Curriculum Guides; Ecology; *Environmental Education; Grade 10; Grade 11; Grade 12; *Problem Solving; Resource Guides; Secondary Grades; *Social Studies Units; *Urban Studies
IDENTIFIERS	Florida; *Quinmester Programs

ABSTRACT

This elective quinmester program for grades 10 through 12 focuses upon the study of urban problems. Students analyze city problems taking into consideration ecology, city planning, model cities, and other factors in an attempt to provide creative solutions. The course is arranged into seven sections. Student activities are to: 1) discuss the history of the development of American cities; 2) examine environmental, sociological, economic, political problems of cities and propose plans for solving the problems; 3) discuss legislative intent to solve the housing problem; 4) discuss effects of prejudice and discrimination in cities; 5) determine the effect of local politics on cities; 6) explain the need and effects of zoning; and, 7) develop a comprehensive plan for a city. Related documents are SO 002 708 through SO 002 718, and SO 002 768 through SO 002 792. (Author/SJM)

ED 061126

AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

$0.00 711

SOCIAL STUDIES

Cities In Crisis

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DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION • 1971

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Written by

Brenda F. Faulkner

For The

DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, Florida
1971

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INTRODUCTION

This course of study was written as part of a total effort to revise curriculum to fit the quinmester administrative organization of schools. The materials and information in this guide are meant to be neither all-inclusive nor prescriptive; but rather, an aide to teachers as they plan instructional programs, taking into account student needs and characteristics, available resources, and other factors.

The major intent of this publication is to provide a broad framework of goals and objectives, content, teaching strategies, class activities, and materials all related to a described course of study. Teachers may then accept the model framework in total or draw ideas from it to incorporate into their lessons.

The guide is divided into 1) a broad goals section, 2) a content outline, 3) objectives and learning activities, and 4) materials. The first section provides descriptive and goal-oriented information for the teacher; "indicators of success" refers to suggested prerequisite or corequisite experiences. The content outline illustrates, in general terms, the scope and major subdivisions of the course. The objectives and learning activities section, hopefully, provides a total picture of the concept or main idea and specific behavioral objectives for a set of given learning activities. The materials section of the guide lists resources in four categories: essential textural or other material; alternate classroom materials to use in place of or in addition to the aforementioned; supplementary teacher resources; and supplementary student resources. The appendix may include other material appropriate for a specific course: e.g., pretests, readings, vocabulary, etc.

Anyone having recommendations relating to this publication is urged to write them down and send to: Social Studies Office, Room 306, Lindsey Hopkins, A-1.

James A. Fleming
Social Studies Consultant

COURSE DESCRIPTION: A STUDY OF URBAN PROBLEMS WITH CONSIDERATION OF WAYS WE AS A NATION CAN MAKE ADJUSTMENTS NECESSARY TO CONTROL THE PROBLEMS WE HAVE CREATED: TRANSPORTATION, AIR AND WATER POLLUTION, JOBS, HOUSING, LOCAL POLITICS, SLUMS, NOISE, SCHOOLS, CRIME, ZONING PRACTICES, POPULATION PATTERNS. STUDENTS WILL ANALYZE ALTERNATIVE SOLUTIONS TO THESE PROBLEMS THROUGH A CONSIDERATION OF ECOLOGY, CITY PLANNING, MODEL CITIES, AND OTHER FACTORS IN BOTH THE PUBLIC AND PRIVATE SECTORS.

GRADE LEVEL: 10 - 12

COURSE STATUS: Elective

INDICATORS OF SUCCESS: None

RATIONALE: It is predicted that by 1980, 80% of the population of the United States will live in the city. If cities presently have problems which need to be solved, these conditions will deteriorate in the future if corrective action is not taken to solve these problems.

To solve these problems, it is necessary to find answers to the following questions:

What is the present situation?
What measures are presently being taken to solve these problems?
What other measures can be taken?
What can I do to help solve these problems?

COURSE GOALS:

1. THE STUDENT WILL DISCUSS THE HISTORY OF THE DEVELOPMENT OF AMERICAN CITIES.

2. THE STUDENT WILL EXAMINE THE PROBLEMS THAT CONFRONT AMERICAN CITIES AND PROPOSE PLANS FOR SOLVING THESE PROBLEMS.

3. THE STUDENT WILL DISCUSS THE LEGISLATION INTENT TO SOLVE THE HOUSING PROBLEM.

4. THE STUDENT WILL DISCUSS AND EVALUATE THE EFFECTS OF PREJUDICE AND DISCRIMINATION ON THE PROBLEMS THAT CONFRONT AMERICAN CITIES.

5. THE STUDENT WILL DETERMINE THE EFFECT OF LOCAL POLITICS ON CITIES.

6. THE STUDENT WILL EXPLAIN THE NEED AND EFFECTS OF ZONING.

7. THE STUDENT WILL DEVELOP A COMPREHENSIVE PLAN FOR AN EXISTING CITY OR A CITY OF THE FUTURE.

COURSE OUTLINE

I. History of the Development of Cities

A. The origin of cities

B. Growth of the cities

C. Migration of people to the city

II. Problems that Confront Cities

A. Adequate fresh water supply

B. Sufficient electric power

C. Elimination of sewage

D. Providing adequate, inexpensive services

E. Adequate educational opportunities

F. Psychological problems

G. Breakdown of the family and religion

H. Adequate transportation, air and noise pollution

I. Unemployment and job opportunities

J. Rising costs of living

K. Slums

L. Crime, juvenile delinquency, and drug addiction

III. Housing Legislation

IV. Effects of Prejudice and Discrimination

V. Effects of Local Politics

VI. Zoning Regulations

VII. City Planning

GOAL 1: THE STUDENT WILL DISCUSS THE HISTORY OF THE DEVELOPMENT OF AMERICAN CITIES.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
WHY DID CITIES DEVELOP?	1. Discuss reasons for the origin of cities.	1. Ask the students to research and report the reasons for the origin of early American cities. Different students can choose different cities. Then in class discussion, the reasons can be compiled and summarized. 2. Have the students work in small groups on the reasons for the origin of Miami, Miami Beach and other cities in Dade County. Ask the students to share their information with the class.
WHAT CAUSED THE GROWTH OF CITIES?	2. A. Discuss the growth of cities. B. List the reasons for the growth of cities. C. Predict the future growth of cities if the present trend continues.	1. Organize the students into four groups to work on the following topics: a. World population from 1700 to the present; b. United States population from 1790 to the present; c. Growth of cities in the United States; d. Growth of cities in Florida. Ask the students to obtain the needed information, make a graph of this information, interpret the graph, and make projections of the future if present trends remain unaffected. Then lead a class discussion relating population growth and growth of cities. 2. Lead a class discussion on the following question: How would cities be affected if the rate of birth of the human species remained unchecked? After the discussion, have the students form into groups of four or five and write a news article or a news program about conditions they think will occur in the cities of the future if the rate of birth of the human species remains unchecked. Have a member of the group read or present their news article or news program to the class. The students may choose another means to communicate their ideas on the subject.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		3. The filmstrip The People Problem may be viewed at this time. 4. Have the students discuss the ways man can control the birth and death rate of the human species. After the discussion, encourage the students to give their opinions on the following possible solutions for controlling population growth: a. Enforced birth control; b. Mercy killing of very ill, old, or dying patients; c. Tax incentive to encourage parents to limit the size of their families; d. Others. The students can compare these solutions in terms of their feasibility, acceptance, and humaneness. 5. Organize the students into groups and ask them to prepare for and present a debate on one of the following: a. "Resolved: The government of the United States should limit the number of children each family can have." b. "Resolved: People should not be allowed to move into already crowded and conjested areas." c. Others Ask the students to support their arguments by citing examples, bringing articles and charts, graphs, and other AV materials. Ask the students who are not participating in the debate to write down questions to ask the members of the debate team after the debate, or to turn in their questions so that the questions can be answered by the debate team during the debate. Encourage the students to question and challenge the sources used by the debate teams.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		6. Ask the students to identify and discuss other reasons for the growth of cities, such as the growth of agricultural technology, the scientific advances - steam engine, automobile, electric power, railroad, internal combustion engine, airplane, etc., and the growth of industry and business. 7. The films Changing City and Cities and How They Grow may be viewed at this time. 8. Interested students can take one scientific advancement such as the automobile, trace its development and its effect on the growth of cities. 9. In a class discussion, determine the effect of immigration of people from other countries on the growth of cities. Interest students can report on specific groups that immigrated to this country, dates, numbers, and effect they had on the cities in which they settled.
	3. Describe the growth of a city in Dade County in terms of development of business, industry, agriculture, education, recreation facilities, or political-social organizations.	1. Ask the students to work in small groups and contact the following agencies and then draw up a list of the reasons for the growth of a particular city in Dade County. a. City of Miami Beach News Promotion Publicity Dept. and Tourist Development Authority; b. Miami Beach Chamber of Commerce; c. Miami Chamber of Commerce; d. City of Miami Publicity and Tourism Dept.; e. Others - see Materials Section. 2. Have the students work in their small groups and determine the effect of one or more of the following on the growth of a city in Dade County. The development of:

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		a. Business; b. Industry; c. Agriculture; d. Education; e. Recreational facilities; f. Political-social organizations. Then in class discussion, have the students share their work.
WHY DO PEOPLE MOVE TO THE CITY? ↳	4. Cite reasons why people move to the city, explain the present trends, and predict future trends.	1. Ask interested students to research and report on the trends in the distribution of the population in the United States in the past one hundred years and give reasons for present trends. 2. List with the students' help reasons why people migrate to the cities, such as availability of jobs, educational opportunities etc. Have the students rate these reasons. The one they think most important first, etc. Then have the students compare their ratings and discuss the reasons for the difference in their ratings. 3. The filmstrip Black Odyssey: Migration to The Cities and the film Population Patterns in the United States may be viewed at this time. 4. Ask the students to list the ten fastest growing cities in the United States and the possible reasons for this growth. 5. The students can conduct a class survey to find out: a. How many families are native to Miami? b. How many families came to Miami from other states or countries? c. Why these families came to Miami? d. Why these families remain in Miami?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		Then have the students compare these reasons with those given in the previous activities.

GOAL 2: THE STUDENT WILL EXAMINE THE PROBLEMS THAT CONFRONT AMERICAN CITIES AND PROPOSE PLANS FOR SOLVING THESE PROBLEMS.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
WHAT PROBLEMS ARISE WHEN A LARGE GROUP OF PEOPLE LIVE IN ONE CONCENTRATED AREA?	1. Explain how migrations of people to large metropolitan areas affect these areas.	1. Lead a class discussion to identify some of the problems that result when large groups of people live in one city, such as: a. Supplying crowded cities with water, electric power, and other services; b. Adequate educational opportunities for all; c. Pollution of the air and water; d. Adequate and sufficient housing; e. Adequate public transportation; f. Human relations, especially with respect to housing, education, and job opportunities; g. Others.
	2. A. Discuss the problems that confront a large city concerning an adequate fresh water supply. B. Find information on plans and/or problems designed to solve these problems. C. Develop ideas or plans that could alleviate or solve these problems.	1. Ask the students to report on water pollution and water shorta here in Dade County and in other cities in the United States a predict the situation that will result in the future if conditions do not change. 2. Have the students work in small groups and investigate what is being done to solve the fresh water supply problem, such as: a. Desalination of salt water; b. Recycling treated water; c. Storing water from rain and hurricanes; d. Storing treated water in deep disposal wells; e. Others. The students can contact the following for information: a. A hydrologist at the U.S. Geological Survey, Water Resource Division; b. Pollution Control Board; c. Sewage plants; d. Companies using deep disposal wells; e. Others - see Materials Section.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		In a class discussion, summarize what is being done and what can be done in the future to supply cities with an adequate water supply. 3. Ask the students to research and report on the laws that have been passed and those proposed to keep water from being polluted by sewage and industrial waste. 4. The filmstrip Man's Natural Environment: Crisis Through Abuse may be viewed at this time. 5. Ask interested students to develop plans, three dimensional models, skematic drawings, etc. to solve the fresh water supply problem.
ELECTRICAL POWER 14	3. A. Discuss problems that confront a large city concerning sufficient electric power. B. Find information on plans and/or programs designed to solve these problems. C. Develop ideas or plans that could alleviate or solve these problems.	1. Discuss with the class the power black outs in New York, possible limitations of electric power in growing cities, the present situation in Dade County, etc. 2. Have the students work in small groups and investigate what is being done to provide cities with sufficient electric power, such as: a. Florida Power and Light Company's Turkey Point plant; b. Use of dams; c. Others. Ask the students to write to the Florida Power and Light Co. and other resources in the Materials Section for information. The students should find answers to questions like the following: a. What is the main problem concerning the Turkey Point plant?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		b. What has the public, the company, the press, the Pollution Board, and the University of Miami Rosenstiel School of Marine and Atmospheric Science done about it? c. What would the public, etc. like to do about it? d. What keeps the Turkey Point plant from doing what they want to do? e. What are some of the consequences of thermal pollution and nuclear radiation that can result from the operation of the Turkey Point plant? f. Others. In a class discussion, ask the students to share and react to this information. 3. Make arrangements for a guest speaker from the Florida Power and Light Co. or a representative of the Turkey Point power plant. Have the students write out the questions they want to ask the guest speaker. 4. Have the students work in small groups and develop ideas or plans that could alleviate or solve the problems involved in providing sufficient electric power to large cities. Ask the students to make diagrams, models, etc. to illustrate their plans and cite references to support their ideas.
SEWAGE	4. A. Discuss problems that confront a large city concerning the elimination of sewage effluent. B. Find information on plans and programs designed to solve these problems.	1. Lead a class discussion on the problems involved in elimination of sewage and other wastes. 2. Ask the students to find answers to the following questions: a. What are the different types of sewage or waste that cities must eliminate, treat, or dispose of? b. Where are sewage companies, industries, etc. eliminating their wastes now? c. What methods are used to treat sewage? d. Others.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	4. C. Develop ideas or plans that could alleviate or solve these problems.	3. Have the students work in small groups and investigate what is being done to provide for the elimination of sewage in Dade County, such as: a. Sewage treatment plants - recycling water or discharging it into canals and ocean; b. Septic tanks; c. Sewers; d. Deep disposal wells; e. Others. Ask the students to describe each, give the disadvantages, advantages, pollution problems and other problems involved in using this means of eliminating sewage. 4. Have the students contact different agencies in Dade County for information and/or guest speakers. See Materials Section. 5. Ask interested students to visit a sewage treatment plant and share their information with the class. 6. Discuss with the class the implications of laws making sewers manditory for any new houses, apartments, etc. being built in Dade County. 7. Have the students work in small groups and develop ideas or plans that Dade County could use to eliminate and/or treat sewage without causing pollution problems. 8. Arrangements may be made at this time to have three or four students, representing the class, attend a meeting of the Dade County Commission. Have the students report on the events of the meeting.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		9. The filmstrip Environment: Changing Man's Values and the films The Garbage Explosion and They Care For A Nation may be viewed at this time.
SOLVING URBAN PROBLEMS	5. A. Discuss problems that arise in providing services to a large city. B. Find out what is being done or has been done to solve these problems. C. Develop ideas or plans to solve these problems.	1. Ask the students to discuss the problems they have experienced, heard, or read about concerning the following: a. Garbage pickup; b. Mail delivery; c. Telephone service; d. Others. 2. Have the students determine the following: a. The problems that arise in these areas in a large city, such as rising costs of equipment, salaries, etc. b. The means the employers, employees, labor unions, and the governments have to solve these problems; c. Causes and results of strikes, walkouts, etc. d. Possible solutions to the problems. The students can gather information from different agencies and organizations (see Material Section), interviewing people on the job, observing the operation, and interviewing recipients of these services. When the students are ready, ask them to share their work with the class.
EDUCATION	6. A. Discuss the problems that confront a large city concerning education. B. Find information on plans and/or programs designed to solve these problems.	1. Have the students list the problems facing education in the cities of the U.S. and in Dade County, such as financing, integration, busing, vandalism, etc. Ask the students to rank these problems and discuss them. 2. Encourage the class to discuss the problems in the Dade County School System as they see them.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	6. C. Develop ideas or plans to solve these problems.	3. Ask the students to research and report on what different school systems, including Dade County School System, are doing to solve the problems they face. 4. The film Fight for Better Schools may be viewed at this time. 5. Arrangements may be made at this time to have three or four students, representing the class, attend a School Board Meeting. Have the students report on the events of the meeting. 6. Ask the students to take one aspect of the Dade County School System they think could be improved and propose ways in which improvements could be accomplished. 7. With the students' help, propose ways to reduce the cost of education.
PSYCHOLOGICAL PROBLEMS 18	7. A. Discuss the psychological problems that result when a large group of people live in a small area. B. Determine what city planners are proposing to help relieve this problem. C. Develop ideas or plans that will alleviate this problems.	1. Ask interested students to research and report on the psychological problems that can result when many people live in a small area. Have the students look for information in The Human Zoo, Chapter 5 of the Naked Ape, The Territorial Imperative, and other similar sources. 2. Ask interested students to find out the results of experiments with flies, mice and other animals where the animals are restricted to a certain space and allowed to reproduce without control. Ask the students to report their findings to the class. 3. Have the students research and report on the conditions in cities such as Tokyo, Japan, New York, and other crowded cities. 4. Have the students compare the suicide rate of ten large cities with ten small communities. Ask the students to propose reasons for this difference.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		5. Discuss the value of human life in countries and cities that are overpopulated and encourage the students to react to this information. 6. Lead a class discussion on the appeal commercials have for "back to the country", "wide open spaces", etc. Ask students to propose reasons for this appeal. 7. Have the students research and report on how city planners have taken the psychological factors into consideration when planning and developing a city. 8. Develop ideas, models, diagrams for city planning, everyday living, etc. that will help alleviate the psychological problems people develop when they live in crowded cities.
RELIGION AND THE FAMILY IN URBAN AREAS 19	8. A. Discuss and cite reasons for the breakdown of the family and religion that frequently occurs in large cities. B. Evaluate the changing role of the American family. 12	1. Ask the students to discuss the problems that can frequently arise in a large city with respect to the following: a. Primary group relationships; b. Courtship, marriage, and divorce; c. Influence of the family and religion; d. Others. 2. Encourage the students to discuss the changing role of the American family and religion and possible consequences of this change. 3. Ask the students to evaluate the changes in the American family and the formation of subcultures and relate these changes and formation of subcultures to the problems of city life. 4. The filmstrip <u>The Alienated Generation</u> may be viewed at this time.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		5. Have the students gather data on the number of divorces that occur in the large metropolitan areas of the United States and Dade County and compare these figures to the national average. Ask the students to give reasons for these large numbers and then rank these reasons. 6. Ask the students to write a story or develop a role-playing situation that brings out one of the reasons why marriages fail and possible solutions for this problem.
POLLUTION	9. A. Discuss the problems that confront a large city concerning transportation, and air and noise pollution. B. Find information on plans and/or programs designed to solve these problems. C. Develop ideas or plans to solve these problems.	1. Have the students research and report on the status of one of the following: a. Transportation within the cities; b. Air pollution; c. Noise pollution. 2. Ask the students to list and discuss legislation and plans proposed to control air pollution from industries, airplanes, automobiles, etc. 3. Have the students contact the Pollution Control Board and other agencies in Dade County to determine the extent of air pollution in Dade County and what the plans are to prevent further air pollution. 4. Have the students propose plans, construct three dimensional models, etc. to solve the transportation problem and the air and noise pollution problems that result from automobiles, et 5. Have the students propose plans to solve the air and noise pollution problems that result from the airline industry. 6. The film 1985 may be viewed at this time.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
EMPLOYMENT	10. A. Discuss job opportunities in a city. B. Find information on the number and types of jobs available in a city. C. Predict future job opportunities.	1. Have the students make graphs, charts, or posters that compare the job opportunities, number and types of job available, level of income, etc. in a city and small community. The students can obtain the needed information from local and other newspapers, almanac, and other available sources. As a class, discuss the job opportunities in cities. 2. Ask the students to research and report on the present unemployment situation in the United States and Dade County. Have the students predict future trends. 3. Have the students determine the training and/or education that will be in the greatest demand in Dade County in the next ten to fifteen years. (Ask a counselor in your school for a list of sources the students can use to gather information for this activity). 4. The filmstrip Preparing for the Jobs of the '70's may be viewed at this time.
COST OF LIVING	11. Examine and evaluate the present cost of living in Dade County.	1. With the students help, list on the board as many occupations as possible that are found in Dade County area. Then have the students work in groups of two (preferably boy and girl) and choose one of these occupations. An occupation should only be chosen once. Ask the students to: a. Determine the average income (take home pay) a person in that occupation earns in Dade County. b. Pretend each pair is the head of a household which includes the father, mother, and three school children. c. Write up a balanced budget for one month for this family. (Help the students if necessary to include all possible expenses incurred in one month by a family of five). d. Be prepared to justify their budgets.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		When the students have their budgets written up, have each pair explain the budget to the class. Encourage the class to ask questions and to make corrections and/or additions to the budgets presented if necessary. When all budgets have been presented, ask the students to evaluate the cost of living in Dade County.
	12. A. List reasons for the occurrence of slums. B. Examine the problems frequently associated with slums. C. Describe the effects of slum life on its inhabitants. D. Explain what Dade County is doing to eradicate slums and slum life.	1. Have the students work in groups and choose a ten year period from the Industrial Revolution to the present. Try to have as many ten year periods represented as possible. Ask the students to examine the reasons for the occurence of slums in the United States by listing the reasons found by each group. 2. Through a class discussion, list problems frequently associated with slums such as: a. Inadequate and substandard housing; b. Overcrowding; c. Lack of adequate sanitation and health care; d. Rats and vermin; e. Poor educational facilities; f. Lack of adequate public recreation facilities and parks; g. High incidence of disease and mental illness; h. High rate of school dropout and delinquency among youth; i. High crime rate; j. Unemployment, poverty, and welfarism; k. Drugs and alcoholism; l. Broken homes; m. Segregation; n. Others. After the class discussion, ask the students to choose one or more of the problems listed, gather information concerning these problems, and make graphs, charts, write stories, songs, poems, plays or sociograms about these problems. Allow the students an opportunity to present their work to the class and encourage the students to react to this information.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		3. The film Uptown: A Portrait of the South Bronx may be viewed at this time. 4. Ask the students to obtain illustrations depicting conditions in slums. Use these pictures to stimulate a discussion of the problems associated with slum life. 5. Invite a speaker from an organization or social agency that is closely associated with work in the poverty areas of Dade County. Ask the students to write questions they would like to ask this guest speaker. Then have the students work in groups and condense, combine and compile their questions. 6. In a class discussion, describe the effects of slum life on children and adults and the consequences of slum life, such as unused productive potential of individuals, costs of welfare and health care, costs of crime, loss of taxation from potentially productive, self supporting citizens, loss of purchasing power, etc. 7. The filmstrip The Welfare Dilemma may be viewed at this time. 8. Have the students form into groups and research and report on the following: a. The major features of urban revewal programs in Dade County, such as slum clearance, conservation of neighborhoods, modernization of basically sound buildings, public improvements (parks, streets, lighting, etc.), construction of public housing for low income families, efforts to renew business districts, etc. b. What has been accomplished by these urban renewal programs. c. What urban renewal programs are planned for the future. 9. The filmstrip Cities U.S.A. may be viewed at this time.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
CRIME	13. A. Discuss the problems of crime, juvenile delinquency, and drug addiction. B. Find information on plans and/or programs designed to solve these problems. C. Develop ideas or plans to solve these problems.	1. Have the students conduct a comparative study of crime in American cities. The ten largest cities in the United States and Miami can be chosen. The students can gather information such as: a. The number and type of crime committed; b. The number and arrests, trials, and convictions; c. The activities of organized crime; d. The number of people convicted of a second (or more) crime; e. The number of people on parole; f. Others.. The students can make graphs, charts, write newspaper articles, etc. of this information. 2. The filmstrip Fight Against Crime and the film Crime in The Cities may be viewed at this time. 3. Have the students make a bulletin board display about crime in American cities using newspaper headlines, newspaper and magazines articles, etc. 4. Using information from activity No. 1, above, lead a class discussion on the future crime situation in Miami if Miami follows the patterns established by the ten largest cities in the United States. 5. Ask students to work in small groups on one of the following: a. Juvenile delinquency in Dade County; b. Vandalism, juvenile delinquency, and drug usage in Dade County schools; c. Information concerning possible actions, legal consequences etc. of arrest, bail bonds, court trials and probation of juvenile delinquents in Dade County.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		The students can gather information by contacting the different agencies in the Materials section. When the students have completed their work, have them share it with the class. 6. The filmstrip <u>The Drug Treat: Your Community's Response</u> may be viewed at this time. 7. Ask the students to contact the different sources in the Materials section and draw up a list of facilities available in Dade County to care for juvenile delinquents, and minors who do not have the proper parental care and support, such as Kendall Children's Home, Parkway Children's Center, Protective and Preventive Services, Youth Hall, etc. Then ask the students to choose one and find out the problems that confront this organization, whether it can meet the needs of Dade County, and what plans does Dade County have to improve their services or introduce new ones. 8. Encourage the class to discuss violence, student unrest and riots. Develop a list of causes and relate them to the problems that face the individual in city life. 9. Ask interested students to research and report on: a. Violence in the streets; b. Campus unrest; c. Race riots; d. Others. 10. The filmstrip <u>Civil Disobedience</u> may be viewed at this time. 11. In a class discussion, propose ways to solve the problems that lead to unrest, violence, and crime. Predict the effects unrest, violence, and crime will have on the American way of life if these problems are not solved.

GOAL 3: THE STUDENT WILL DISCUSS THE LEGISLATION INTENT TO SOLVE THE HOUSING PROBLEM.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
HOW HAS THE GOVERNMENT TRIED TO SOLVE THE HOUSING PROBLEM?	1. Discuss housing legislation, its intent and success.	1. Ask interested students to obtain information about various federal housing acts of the federal government prior to 1954, such as the Federal Housing Authority Act of 1939, G. I. Bill of Rights, Federal Housing Act of 1949, etc. Have these students discuss the intent and success of these Acts, then compare these Acts with those that were passed after 1954, such as Title IV of the Civil Rights Act of 1964. 2. Have the students debate the pros and cons of open housing legislation. Then discuss the reasons for people's feelings and attitudes concerning this situation. 3. Encourage the class to discuss the success of housing legislation.

GOAL 4: THE STUDENT WILL DISCUSS AND EVALUATE THE EFFECTS OF PREJUDICE AND DISCRIMINATION ON THE PROBLEMS THAT CONFRONT AMERICAN CITIES.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
HOW DOES PREJUDICE AND DISCRIMINATION COMPLICATE CITY LIFE?	1. Discuss and evaluate the effect of prejudice and discrimination on the individual and society and the problems that can result.	1. Encourage the class to discuss their experiences with prejudice and discrimination and the effect they can have on the individual and society. 2. Ask the students to write poems, plays, songs, satires, or sociodramas of the effects of prejudice and discrimination on the individual and society. 3. As a class, discuss the effects of prejudice and discrimination on the following: a. Education; b. Job opportunity; c. Self-concept; d. Housing; e. Contributions to society; f. Others. 4. Ask the students to propose ways to eliminate prejudice and discrimination in their school and city.

GOAL 5: THE STUDENT WILL DETERMINE THE EFFECT OF LOCAL POLITICS ON CITIES.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
HOW DOES LOCAL POLITICS AFFECT CITIES?	1. Determine the effects of local politics on cities.	1. Ask the students to look through the present and past issues of the local newspaper for incidents where local politics are involved. Determine the sides of the issues, the influence and control of the people for and against the issue, and the final outcome. For example, the Jet Port situation. 2. Arrangements may be made at this time to have three or four students, representing the class, attend a meeting of the City of Miami Commission. Have the students report on the events of the meeting. 3. Have the students develop and act out a mock situation that illustrates the effect of local politics on an issue of importance to the city. 4. As a class, discuss the controversies between the Governor and Mayor of New York and the result of this controversy to the city of New York.

GOAL 6: THE STUDENT WILL EXPLAIN THE NEED AND EFFECTS OF ZONING.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
HOW DO ZONING REGULATIONS HELP RELIEVE CITY PROBLEMS.	Cite several examples of zoning regulations and explain how they are determined.	1. Have the students contact a zoning department for examples of zoning regulations, the procedures for establishing these regulations, and the consequences of breaking these regulations. 2. Arrangements may be made at this time to have three or four students, representing the class, attend a meeting of a zoning board. Have the students report on the events of the meeting. 3. As a class, discuss the need for zoning regulations.

GOAL 7: THE STUDENT WILL DEVELOP A COMPREHENSIVE PLAN FOR AN EXISTING CITY OR A CITY OF THE FUTURE.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
HOW CAN PLANNING SOLVE THE PROBLEMS OF THE CITY?	1. A. Identify the need for city planning. B. Diagram or discuss one example of city planning. C. Develop a city plan.	1. Ask the students to make a bulletin board display of cities, past, and present, that have been planned. 2. The film <u>The City</u> may be viewed at this time. 3. Have the students list the results of an unplanned city, such as traffic congestion, parking problems, inconsistent zoning, etc. 4. Have the students obtain drawings, and other types of information about plans to renovate downtown Miami, etc. As a class, evaluate these plans and propose additions and/or changes and give reasons for them. 5. Ask the students to work in groups and research and report what other cities are doing or plan to do to renovate the central business district, slums, etc. 6. Ask the students to obtain as many illustrations as possible of plans for cities of the future and display them in the class. 7. As a class discuss the expanding city and area surrounding the city and the formation of suburbs and megalopolis. Discuss the consequence of this in relation to city planning. 8. The film <u>Megalopolis: Cradle of the Future</u>, and <u>Urban Sprawl</u> may be viewed at this time. The film <u>Playtown, U.S.A.</u> might be appropriate at this time. Preview before using. 9. Have the students develop a city plan that can be used now or in the future which takes into consideration all the problems presently facing the cities. Have them draw pictures, diagrams, construct a diorama, etc. to illustrate their plan. When the students are ready, have them share and display their work.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		10. Ask the students to work as a class and develop one comprehensive plan from all their ideas. If the students develop a plan for a city in Dade County, this plan can be submitted to the City Planning Board.

MATERIALS

I. Recommended Student Textual Materials:

Branson, Margaret S.; Erickson, Evarts. Urban America. Glenview, Illinois: Scott, Foresman and Co., 1970.

Hughes, Helen MacGill, ed. Cities and the City Life. Boston: Allyn Bacon, Inc., 1970.

Tretten, Rudie W. Cities In Crisis. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1970.

II. Teacher and Student Reference and Resource Materials

Abrams, Charles. The City Is The Frontier. New York, New York: Harper Colophon Books, 1965.

Ardrey, Robert. The Territorial Imperative. New York: Dell Publishing Co., 1966.

Bennett, Robert; Newman, Thomas. Poverty and Welfare. Boston: Houghton Mifflin Co., 1969.

Berger, Robert; Teplin, Joseph. Law and the Consumer. Boston: Houghton Mifflin Co., 1969.

Blake, Peter. Cities for Tomorrow. Life Educational Reprint 20. Chicago, Illinois: Life Educational Reprints, Time-Life Building, December 24, 1965.

Blumenfeld, Hans. The Modern Metropolis. Cambridge, Massachusetts: MIT Press, 1967.

Branson, Margaret S.; Erickson, Evarts. Urban America. Glenview, Illinois: Scott, Foresman and Co., 1970.

Brown, Claude. Manchild in the Promised Land. New York, New York: Signet Books, 1966.

Carson, Rachel. Silent Spring. Boston, Massachusetts: Houghton Mifflin, 1962.

Clayton, Horace R.; Drake, St. Clair. Black Metropolis: A Study of Negro Life in a Northern City. New York: Harper & Row, Publishers, 1962.

Clark, Kenneth. Dark Ghetto. New York, New York: Harper & Row, 1965.

Conant, James B. Slums and Suburbs. New York: McGraw-Hill Book Co., 1961.

Conot, Robert. Rivers of Blood, Years of Darkness. New York, New York: Bantam Books, 1967.

Cook, Robert; Gordon, Mitchell. Urban American Dilemma and Opportunity. New York: The MacMillan Co., 1965.

Curriculum Innovations. "Focus: Cities in Trouble - New Plan for Change," Synopsis and Teacher's Resource for Synopsis. Vol. 2, No. 15, April 12, 1971 (Two sections), Chicago, Illinois: Curriculum Innovations, Inc.

Curriculum Innovations. "Focus: The Plans for Improving Schools," Synopsis and Teacher's Resource for Synopsis. Vol. 2, No. 6, November 23, 1970 (Two sections), Chicago, Illinois: Curriculum Innovations, Inc.

Curriculum Innovations. "Focus: The Politics of Pollution," Synopsis and Teacher's Resource for Synopsis. Vol. 1, No. 2, September 29, 1969 (Two sections), Chicago, Illinois: Curriculum Innovations, Inc.

Curriculum Innovations. "Focus: Transportation and the Environment Crisis," Synopsis and Teacher's Resource for Synopsis. Vol. 2, No. 7, December 7, 1970 (Two sections), Chicago, Illinois: Curriculum Innovations, Inc.

Dorsett, Lyle W. The Challenge of The City. 1860-1910. Lexington: D. C. Heath and Co., 1968.

Doxiadis, Constantinos A.; Douglass, Truman P. The World of Urban Man. Philadelphia: United Church Press, 1965.

Editors of Scientific American. Cities. New York, New York: Alfred A. Knopf, 1965.

Feder, Bernard. Can The Earth Support Its Growing Population? New York: American Book Co., 1968.

Gans, Herbert. "The Human Implications of Current Redevelopment and Relocation Planning," Journal of the American Institute of Planners. Vol. XXV, No. 1, Feb. 1959, pp. 15-25.

Glazer, Nathan; and Moynihan, Daniel P. Beyond the Melting Pot: The Negroes, Puerto Ricans, Jews, Italians, and Irish of New York City. MIT Press.

Glazer, Nathan, ed. Cities in Trouble. (New York Times Series on Contemporary Affairs). Chicago, Illinois: Quadrangle Books, Inc., 1969.

Goldberg, Daniel. Challenge in Our Changing Urban Society. Atlanta, Georgia: Laidlaw Brother, Publishers, 1969.

Gordon, Mitchell. Sick Cities. Baltimore, Maryland: Penguin Books, 1945.

Gottman, Jean. Megalopolis. Cambridge, Massachusetts: MIT Press, 1960.

Harrington, Michael. The Other America: Poverty in the United States. Baltimore, Maryland: Penguin Books, 1963.

Hatch, C. Richard. Urban Action: Planning for Change. Boston: A Xerox Co.

Hauser, Philip M. "The Changing Population Pattern of the Modern City," Cities and Society. New York: The Free Press, 1957, pp. 157-174.

Hughes, Helen MacGill, ed. Cities and City Life. Boston: Allyn and Bacon, Inc., 1970.

Jacobs, Jane. The Death and Life of Great American Cities. New York, New York: Vintage, 1961.

Loth, David. Crime in the Suburbs. New York: William Morrow & Co., 1967.

Lowe, Jeanne. Cities in a Race With Time: Progress and Poverty In America's Renewing Cities. New York, New York: Vintage, 1968.

Mandelbaum, Seymour. Boss Tweed's New York. New York: John Wiley Sons, Inc., 1965.

Morris, Desmond. The Human Zoo. New York, New York: McGraw-Hill Book Co., 1969.

Morris, Desmond. Naked Ape. New York, New York: McGraw-Hill Book Co., 1969.

Moynihan, Daniel P. Maximum Feasible Misunderstanding: Community Action in The War on Poverty. New York, New York: The Free Press, 1969.

Moynihan, Daniel P., ed. On Understanding Poverty: Perspectives From the Social Science. (SBN 465-05256-8) New York, New York: Basic Books, Inc., 1960.

Mumford, Lewis. The City in History. New York: Harcourt, Brace & World, 1961.

Sociological Resources for Secondary Schools. The Incidence and Effects of Poverty in the United States. Boston: Allyn and Bacon, Inc., 1969.

Sociological Resources for the Social Studies. Cities. American Sociological Association, 1970.

Steffens, Lincoln. The Shame of the Cities. New York, New York: Hill and Wang, 1957.

Stewart, Maxwell S. Can We Save Our Cities? The Story of Urban Renewal. New York: Public Affairs Pamphlets, 1969.

Tretten, Rudie W. Cities in Crisis. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1970.

University Microfilms. "The Automobile and American Life." Bridges to Inquiry. Ann Arbor, Michigan: Xerox Corporation, 1970.

University Microfilms. "Our Ailing Cities Urban Problems and American Life," Bridges to Inquiry. Ann Arbor, Michigan: Xerox Corporation, 1970.

Vernon, Raymond. Metropolis 1985. New York, New York: Doubleday Anchor, 1965.

Wolf, Von Eckardt. The Challenge of Megalopolis: A Graphic Presentation of the Urbanized Northeastern Seaboard of the United States. New York: MacMillan Co., 1964.

III. Filmstrips - Guidance Associates, Pleasantville, New York

Civil Disobedience Part I and II
The Fight Against Crime
The Welfare Dilemma Part I and II
Environment: Changing Man's Values Part I and II
Man's Natural Environment: Crisis Through Abuse Part I and II
Cities U.S.A.
The People Problem Part I and II
The Drug Threat: Your Community's Response Part I and II
The Alienated Generation Part I, II, and III
City Government in Action Part I and II
Black Odyssey: Migration to the Cities Part I and II
Preparing for the Jobs of the 70's Part I and II

IV. Films (preview before using)

A. Films found in the AV Center, Lindsey Hopkins Building.

Changing City	16'	C	JS	1-13299
Uptown: A Portrait of the South Bronx	27'	BW	JS	1-31725

A.	Megapolis: Cradle of the Future	22'	BW	ST 1-10122
	Playtown, U.S.	23'	C	JS 1-30836
	Urban Sprawl	15'	C	JS 1-10126
	Crime in the Cities	30'	BW	S 1-30076
	Fight for Better Schools	20'	BW	S 1-10392
	Population Patterns in the United States	11'	BW	JS 1-00311
	Cities and How They Grow.	11'	BW	JS 1-00333
	City, The	30'	BW	JS 1-31303
	1985			
	The Garbage Explosion			
	They Care for a Nation Part I and II			
B.	McGraw-Hill Films			
	The Problem with Water Is People	30'	C & BW	
	Cities of the Future	25'	C	
	A Trip from Chicago	25'	C	
C.	Sterling Educational Films			
	The City and Its Region	28'	BW	
	The City and The Future	28'	BW	
	The City as Man's Home	28'	BW	
	The City - Cars or People	28'	BW	
	The City - Heaven and Hell	28'	BW	
D.	Churchill Films			
	The Changing City	12'	C	
	The Uprooted Nation	22'	C	
E.	Encyclopaedia Britannica Films			
	The City	11'	C	
	Chicago - Midland Metropolis	22'	C	

V. Multi-Media Program

Old Cities, New Politics. Olcott Forward, Inc., Publishers, 234 N. Central Ave., Hartsdate, New York 10530.
Hubbard Urban Studies, Hubbard, Northbrook, Illinois.

VI. Sources (Information, Guest Speaker, Others)

U. S. Geological Survey, Water Resources Division, 51 S.W. 1 Ave., Roon 730, Miami, Florida 33130.
Florida Power & Light Co., General Administrative & Executive Offices, 4200 W. Flagler St.
Florida State Employment Service, 1350 N. W. 12 Ave.
Peninsula Sewerage Treatment Plane, 8200 S. W. 97 Ave. (deep disposal well)
University of Miami Rosenstiel School of Marine and Atmospheric Science, 10 Rickenbacker Causeway, Miami, Florida 33149.
Federal Housing Administration, 3001 Ponce de Leon Blvd., Coral Gables
Miami Beach Chamber of Commerce, 1661 Washington Ave., Miami Beach
City of Miami Beach:
- Planning & Zoning Dept., Public Works Dept., Street and Sewers Division, Tourist Development Authority, Water Division, 1130 Washington Ave., Miami Beach
- Waste Collection Division, 250 Alton Road, Miami Beach
- News Promotion Publicity Dept., 1700 Washington Ave., Miami Beach

Miami Chamber of Commerce, 1220 Biscayne Blvd.
- Building Dept., Zoning Inspection, Dinner Key
- Planning Board, Dinner Key
- Police Dept., Public Information Unit, 1145 N. W. 11 St.
- Public Works, Dinner Key
- Publicity and Tourism Dept., 499 Biscayne Blvd.
- Sanitation Dept., 1950 N. W. 12 Avenue
- Water & Sewers Dept., Alexander Orr Treatment Plant, 6800 S. W. 87 Ave., Hialeah Treatment Plant, W. Okeechobee Road, John E. Preston Treatment Plant Laboratory, 1100 W. 2 Ave. Hialeah.
- Sewage Treatment, Virginia Key, Virginia Key
- Downtown Development Authority, 300 Biscayne Blvd.

Coral Gables Chamber of Commerce, 50 Aragon Ave., Coral Gables
Dade County
- Building & Zoning, 1351 N. W. 12 St.
- Community Improvement Program, Courthouse
- Development Dept., 1220 Biscayne Blvd.
- Fair Housing & Employment Commission, 1408 N. W. Highland Road
- Pesticide Research Project, 1390 N. W. 14 Avenue
- Rat Control Program, 2300 N. W. 7 Place
- Housing & Urban Development Dept.
  - Model Cities Branch, 6207 N. W. 27 Ave., & 11675 S. W. 220 St.
  - Neighborhood Rehabilitation, 780 N. W. 13 Court
  - Rehabilitation Field Office, 225 N. W. 59 Street
  - Housing Division, 1401 N. W. 7 Street
  - Urban Development Branch, 1351 N. W. 12 Street

Planning Dept., 1351 N. W. 12 Street
Pollution Control, 864 N. W. 23 Street
Correction & Rehabilitation Division
Narcotics, 1320 N. W. 14 Street
Organized Crime Bureau, 1320 N. W. 14 Street
Planning & Research, 1320 N. W. 14 Street
Statistics, 1320 N. W. 14 Street
Public Works, Dept., 1351 N. W. 12 Street
Treatment Plant Sunny Isles Blvd.
Waste Division, 8831 N. W. 59 Street
Water Control, 1351 N. W. 12 Street
Water & Sewers, 1351 N. W. 12 Street
Welfare Dept., 1701 N. W. 30 Avenue
Youth Service Dept., 1701 N. W. 30 Avenue
Kendall Children's Home, 8500 S. W. 107 Avenue
Parkway Children's Center, 1800 Del Parkway
Protective and Preventive Services, 1700 N. W. 30 Avenue
Youth Hall, 800 N. W. 28 Street

City of Hialeah:
Publicity Dept., City Hall
Sanitation Dept.
Garbage Dept., 3700 W. 4 Avenue, Hialeah
Trash Pick-up, 5601 E. 8 Avenue, Hialeah
Water Dept., 3700 W. 4 Avenue, Hialeah